

1978

Nova University Master of Science in Criminal Justice Course Catalog 1978

Nova Southeastern University

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NOVA UNIVERSITY
MASTER OF SCIENCE
IN
CRIMINAL JUSTICE

CATALOG, 1978

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Nova University was chartered by the State of Florida in 1964 as a graduate university with the special mission of working toward the solution of problems facing American society.

In addition to the Criminal Justice Program, Nova offers the following:

- Juris Doctor in Law
- Ph.D. and M.S. in Behavioral Sciences
- Ph.D. and M.S. in Life Sciences
- Ph.D. in Oceanography
- Ed.D. in Early Childhood Education
- The Master's degree in counseling and guidance, early childhood education, administration and supervision of educational systems and learning technology.



Dr. Abraham S. Fischler
President of Nova University

- Ed.D. for Educational Leaders
- Ed.D. for Community College Faculty
- D.P.A. and M.P.A. in Public Administration
- M.S. in Business Administration
- M.S. in Human Resource Management

Utilizing both traditional and innovative formats, the University strives to increase opportunities to continue education through career-oriented programs. The University directs its efforts toward the solution of problems of immediate concern to mankind, and because these are usually interdisciplinary in nature, programs are organized into research and study centers. All research and teaching activities are oriented toward the self-directed student capable of translating academic accomplishments into professional performance.

Nova University's accreditation was reaffirmed for 10 years by the Southern Association of Colleges and Schools in December, 1975. It is a private, non-profit, non-sectarian, racially non-discriminatory institution.

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David W. Britt, Ph.D., Acting Director
Hassim Solomon, Ph.D., Associate Director for Academic & Student Affairs and Deputy Director

W. Ted Smith, Associate Director for the Undergraduate Program

Thomas F. Panza, Associate Director for Cluster Coordination

William J. Bopp, Ph.D., Consultant

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Rosalie Gallo, Administrative Secretary - Cluster Administration

Elaine Aliberti, Receptionist - Masters Essay Secretary

Joan Zeichner, Administrative Secretary - Academic & Student Affairs

Dr. David W. Britt, Acting Director

Dr. Britt received his Ph.D. in Sociology from the University of North Carolina at Chapel Hill in 1969. Since that time he has taught at Vanderbilt and Florida Atlantic Universities before joining Nova in 1977. His major areas of research interests have been conflict, violence, and the relationship of society to other forms of deviance. He has received research grants from LEAA (through the Social Science Research Council), the National Science Foundation, the National Institute of Alcoholism and Alcohol Abuse, and the Department of the Interior. His most recent publications are on topics involving the behavior of police in the prosecution of minor and major crimes, the impact of plea-bargaining on the disposition of cases, the analysis of movement into alcoholism, the reciprocal relationship among norms, deviants, and social environments, and the factors which are conducive to various forms of labor-management violence and conflict. Dr. Britt has also served as a consultant on several local, institutional and national criminal justice projects.

FACULTY & STAFF

Dr. Hassim M. Solomon, Associate Director for Academic and Student Affairs and Deputy Director

Dr. Solomon is a recipient of the Fulbright Hayes Fellowship. He received his B.A. majoring in Criminology at the University of South Africa, 1964; M.A. majoring in Sociology-Corrections at the Southern Illinois University, 1966 and Ph.D. majoring Government—Administration of Justice, Center for the Study of Crime Delinquency, Corrections at the Southern Illinois University, 1968. He is the former Chairman of Criminal Justice Department at the University of Baltimore and Coordinator of San Diego State Criminal Justice Department. Specialization in Theory and Corrections. Dr. Solomon has published numerous articles and textbooks. Some are entitled: Community Corrections, Holbrook Press; Studies in Criminal Theory; Crime and Delinquency, Typologies; etc. Dr. Solomon has also been a consultant to several local, state and national Criminal Justice Agencies.

Mr. W. T. Smith, Associate Director for the Undergraduate Program

Mr. Smith received his B.S. in Special Physical Education in 1963 from Wilberforce University in Ohio. He received his M.S. in Counseling and Guidance in 1972 from Antioch Graduate School in Philadelphia, Pennsylvania with specialization in Interpersonal-Intergroup Relations. He is presently a candidate for the DPA (Public Administration) at Nova University, 1977. Mr. Smith, before joining the Nova staff in Criminal Justice, was the former Deputy Superintendent of Greaterford Prison (the largest state prison in Pennsylvania), and also southeast regional director of the Youth Alternative Program, a program designed to deinstitutionalize youth from the prison system in Pennsylvania. Other experiences have been street gang work in Chicago, Community Center Director in South Philadelphia, as well as consultant for the Department of Education, State of Pennsylvania, Antioch Graduate School, and co-developer of a state-wide examination for teachers who work in Pennsylvania state juvenile institutions.

Mr. Thomas F. Panza, J.D., Associate Director for Cluster Coordination

Mr. Panza, as Associate Director for Cluster Coordination, is responsible for the development of new Clusters and the administrative process of existing Clusters. He went to Florida State University and graduated with a B.A. Degree, and Stetson University and graduated with a J.D. Degree. Mr. Panza has taught for Nova University and Florida Atlantic University and was formerly an Assistant State Attorney in Dade County and has been engaged in the private practice of law since 1973.

AN OVERVIEW OF THE MASTER OF SCIENCE PROGRAM IN CRIMINAL JUSTICE

The Master of Science Program in Criminal Justice is an interdisciplinary career-related program with emphasis placed on a systems approach to criminal justice. The 36-credit curriculum reflects the diversity of the components of the criminal justice system (Law and Enforcement, Courts, Corrections), and the importance of Theory, Evaluation, and Administration for integrating these components into an understandable and workable system that can be analyzed. A Master's Essay permits intensive analysis of a single issue.

The criminal justice faculty are top personnel drawn from a national pool of scholars and professionals noted for their meshing of teaching, research, and administrative experience. These faculty, sensitive to the conflicts that exist between theory and practice and among the worlds of practitioners from different criminal justice fields, guide discussion on basic issues using the participants' experiences. The courses are structured so as to bridge the gap between theory and research and resolve the conflicting perspectives that exist among police, corrections and court personnel.



TO IMPROVE PROFESSIONAL COMPETENCY

Professional development of criminal justice personnel is vital for increasing the capacity of federal, state, local and community agencies to meet the challenges of a rapidly changing society. Future administrators will require not only a greater expertise in the techniques, resources and processes of the criminal justice system, but also increased comprehension of the criminal justice environment, policy objectives and management analysis.

METHOD OF STUDY

Criminal Justice students will be divided into clusters of no more than 30 participants.* Each cluster will take two courses per semester (six credit hours). Since the program has been designed primarily for the in-service (employed) student, a cluster will meet with their instructor four weekends per term (Friday evening; all day Saturday). Thus, instead of the traditional method of meeting often for short periods of time, Criminal Justice students will meet every third weekend for intensive periods of study.

One of the features of the cluster concept is the mutual exchange of views and experience among practitioners from diverse backgrounds in law enforcement, court services, and parole and probation corrections.

The precise schedule for weekend sessions will be set up sufficiently in advance of a term to allow students to plan for it. Since each student will carry six semester hours per three month term, it is expected that they will be able to satisfy the Master of Science Course requirements in 18 months.

LOCAL AND NATIONAL CLUSTERS

Instead of bringing students to courses, Nova University organizes students into regional clusters. Clusters meet in cities throughout the nation, where participants develop close relationships to which all contribute and from which all benefit

**Clusters on the central campus may have more than 30 students for one semester at a time owing to Nova Law School students' taking our courses as electives.*

MONTHLY WEEK-END COURSE SEMINARS

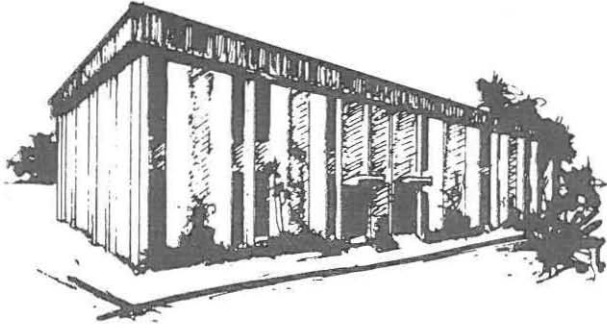
Each study area is designed to be covered in a three-month period. Instruction is conducted in four week-end (Friday evening and all day Saturday) intensive seminars under the direction of the national lecturer.

SUPPORT STAFF

Every effort is made to ensure library and class room facilities that are conducive to academic achievement. Cluster coordinators are responsible for repeatedly checking on the quality of class room facilities. Counselors are responsible for ensuring that the library facilities meet the standards set down (and periodically revised) by Nova's central staff and Advisory Board. If the available library facilities do not meet these standards, the library facilities are upgraded at Nova's expense.

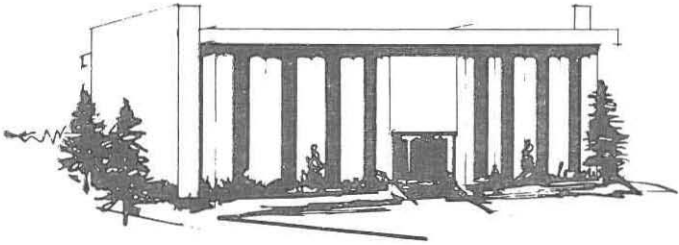
INDIVIDUAL STUDY

The program stresses the need for intense individual study before and after each monthly conference. To facilitate individual study, Nova has prepared study guides to both focus and supplement the course materials provided by the instructor. These study guides identify issues, focus attention on the principal concepts involved, and present a problem or issue to be dealt with in prepared reports. In such fashion, continuity of the learning experience is provided between seminar meetings.



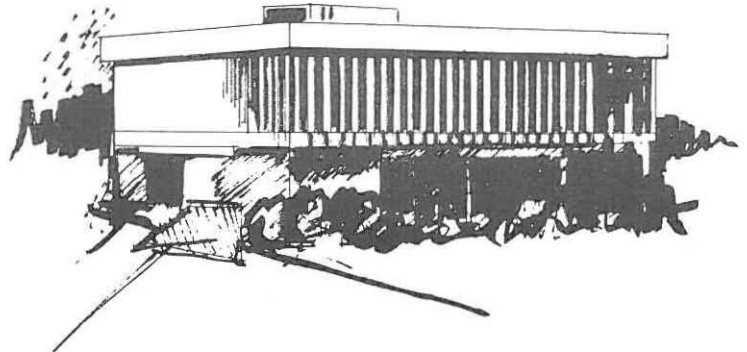
Professional Building Offices
in Davie
Criminal Justice
Education

Mailman-Hollywood Building
Behavioral Sciences
Administration



Parker Building
Life Sciences
Law School
Criminal Justice Graduate Program
Libraries

Rosenthal Building
Undergraduate Programs
Professional Development



THE SCHEDULE

All participants pursue a common program of study, but opportunities are provided to vary the content both in discussion and written work. This approach and the integrated nature of the program of study make it essential for each member of the group to participate fully in every sequence.

When a cluster is formed, it will proceed through its 18 months of study on a logical schedule. As a consequence, students in a cluster may plan for the following program of study:

INTRODUCTION AND THEORY

TERM I	CJ 600	Crime and Justice in North America	(3 credits)
	CJ 601	Criminal Justice Theories and Typologies	(3 credits)

LAW AND ENFORCEMENT

TERM II	CJ 602	Law Enforcement and Security: Roles and Responsibilities	(3 credits)
	CJ 603	Policy Issues in Crime Control and Constitutional Law	(3 credits)

RESEARCH

TERM III	CJ 604	Research Methods for Criminal Justice	(3 credits)
	CJ 605	Developmental Concepts and Planning	(3 credits)

COURTS

TERM IV	CJ 606	Issues and Trends in Judicial Administration	(3 credits)
	CJ 607	Juvenile Justice	(3 credits)

CORRECTIONS

TERM V	CJ 608	Contemporary Corrections	(3 credits)
	CJ 609	Community Corrections, Probation - Parole	(3 credits)

MANAGEMENT

TERM VI	CJ 610	Organizational Behavior - Management Theory and Personnel Administration in Criminal Justice	(3 credits)
	CJ 611	Advanced Administrative Functions, Managerial Effectiveness and Politics of Criminal Justice	(3 credits)
	CJ 612 and CJ 613	Specialized Projects and/or Readings and/or Intern- ship (Flexible Credit for hardship cases.)	(6 credits)

The Masters Essay

COURSE DESCRIPTIONS

TERM I

Course Description: Theoretical and operational examination of social institutions and processes which promote conformity and criminality. The nature of deviant behavior and society's response to it. Study of criminal justice as a process and as a system or non-system. The interdependent role of law enforcement security (public and private), courts and corrections as they administer justice. Examination of contemporary issues and attitudes.

Purpose: To provide a systemic frame of reference for students with regard to the status of crime and justice in North America and to provide an overview of the sequence of courses in the degree programs leading to the Master of Science in Criminal Justice.

Objectives: At the conclusion of this course students will be knowledgeable about:

- 1) social motivations and processes which promote conformity and criminality; nature and extent of criminal behavior; and society's historical and contemporary response to criminal behavior;
- 2) the systems theory of criminal justice, its strengths and weaknesses;
- 3) the nature of security, private and public, in the criminal justice field;
- 4) the interrelationships and interdependence of the components of criminal justice;
- 5) some of the major contemporary issues in the administration of justice.

CJ 601 Criminal Justice Theories and Typologies (3 credits)

Course Description: An examination and analysis of the casual and noncasual models in criminal, delinquent and deviant behavior. The construction of theories and typologies. An examination and analysis of social, behavioral and legalistic typologies in crime and delinquency.

Purpose: To provide a theoretical frame of reference for students to grasp the social, behavioral and legalistic contributions towards understanding the etiology of nonconformity and strategies of control and treatment.

Objectives: Upon the completion of this course students will be familiar with:

- 1) theory and typological construction;
- 2) the classical, neoclassical and legalistic approach to understanding crime causation;
- 3) fundamental assumptions of the functional and conflict perspectives;
- 4) legalistic, social and behavioral typologies of crime and delinquency;
- 5) typological models in treatment and corrections.

**CJ 602 Law Enforcement and Security:
Roles and Responsibilities (3 credits)**

Course Description: The nature and definition of the role of law enforcement and security (police, security and prosecutor) agencies at all levels of government. Responsibilities for role definition. Citizen input. Articulation of role definition. Policies and priorities. Limits of authority. Effect of role definition on performance, personnel development and expectations. Role implementation.

Purpose: To expose students to the complexities of defining and implementing the law enforcement and security role in society.

Objectives: Upon completing this course students will know:

- 1) the complexities of defining the role of law enforcement and security in society;
- 2) legal, political and practical factors affecting role definition, obligation, performance;
- 3) the effects of role definition on police authority, security and prosecutor;
- 4) the effects of role definition on performance, development and expectations of enforcement and security personnel;
- 5) the need for articulation of the defined role within the agency and to the public;
- 6) the importance of, and procedures for, development of policies to articulate and effectuate the enforcement and security role.

**CJ 603 Policy Issues in Crime Control
and Constitutional Law (3 credits)**

Course Description: Examines critical public policy issues relating to the control and reduction of crime. Focus on those concepts, activities and programs which require innovations by criminal justice agencies, and greater citizen involvement. Constitutional law and implications for law enforcement.

Purpose: To acquaint students with contemporary obstacles, efforts, strategies and ideas directed toward the control and reduction of crime by all components of the criminal justice system. The implications of constitutional law.

Objectives: At the conclusion of this course, students will know:

- 1) a variety of contemporary programs and movements directed toward controlling and reducing crime;
- 2) the relationships and impact of reform efforts to each of the components of criminal justice;
- 3) the impact of crime control and reduction efforts on society;
- 4) the implications of constitutional law for policy issues in crime control;
- 5) the role of evaluative research in the analysis of crime control.

COURSE DESCRIPTIONS

TERM II

COURSE DESCRIPTIONS

TERM III

CJ 604 Research Methods for Criminal Justice (3 credits)

Course Description: An examination of the fundamentals of the research process with special emphasis on criminal justice phenomena. The inter-relationship of research and theory, data collection, reliability and validity of criminal justice statistics, design, analysis and control.

Purpose: The purposes of the course are to sensitize the student to the possibility of analyzing criminal justice data and provide him with the fundamental skills for conducting such analyses.

Objectives: By the end of the course, students should be able to:

- 1) interrelate criminal justice theory and research;
- 2) evaluate the strength of data in terms of reliability and validity;
- 3) understand the mechanics and problems involved in gathering and coding data;
- 4) be able to summarize data in tabular and graphic form;
- 5) conduct contingency table analyses of these data.

CJ 605 Developmental Concepts and Planning: Towards a More Effective System (3 credits)

Course Description: An examination of the role of and need for research and planning as tools for crime reduction and upgrading the criminal justice system. Establishing goals and objectives, problem analysis, collection and analysis of data, identifying alternatives and selecting solutions. Implementing planning, techniques of planning. Research methodology. Evaluation. Grantsmanship.

Purpose: To provide students with a basis for recognizing the importance of, need for and methods of planning and research within the criminal justice system.

Objectives: At the conclusion of the course, students will know:

- 1) the role and importance of planning and research as tools for crime reduction and upgrading the criminal justice system;
- 2) the need for establishing agency and system goals and objectives and how to accomplish this;
- 3) procedures for problem analysis, collection and analysis of data, identifying alternatives, making selections and implementing recommendations;
- 4) techniques of planning;
- 5) research methodology and evaluation;
- 6) grantsmanship.

**CJ 606 Issues and Trends in
Judicial Administration (3 credits)**

COURSE DESCRIPTIONS

TERM IV

Course Description: An examination of the impact of judicial decisions on police and corrections. A look at judicial supervision of police and corrections and the "hands off" doctrine. An examination of judicial reform efforts. Unification of court systems, court administration.

Purpose: To provide an awareness of the impact of the judiciary on the entire system of the administration of justice and to examine efforts to reform and upgrade judicial services.

Objectives: At the conclusion of this course, students will know:

- 1) the impact of judicial decisions on the operation and administration of the other components of the justice system;
- 2) the effects of the development and abandonment of the "hands off" doctrine as it relates to judicial supervision of criminal justice officials and agencies;
- 3) the major efforts to reform the courts, the bases for these movements and their successes and failures;
- 4) the role of evaluative research in the courts.

CJ 607 Juvenile Justice (3 credits)

Course Description: A survey of juvenile justice development in American from philosophical, legal and practical perspectives. Reactions by society and the juvenile justice system to such problems as delinquency, dependency, parental neglect, maladjusted youths, and the battered child syndrome. The dilemma of civil rights for juveniles. Responsibilities of police, courts, and rehabilitation departments (including Division of Youth Services).

Purpose: To provide a foundation of philosophical, legal and contemporary material on offenses committed by and against juveniles.

Objectives: At the conclusion of this course, students will know:

- 1) historical, philosophical and legal framework in which the juvenile justice system operates;
- 2) the response of society and the justice system to problems such as delinquency, maladjustment, and battered children;
- 3) the roles and interdependence of police, courts, and rehabilitation departments with regard to the problems of juveniles in contact with the justice system.

COURSE DESCRIPTIONS

TERM V

CJ 608 Contemporary Corrections (3 credits)

Course Description: A study of the roles and functions of the corrections component of the criminal justice system. Issues on institutionalization. Correctional administration. The social system of the prison. The problems of custody, treatment and rehabilitation. Reintegration as a goal. Legal rights of offenders.

Purpose: To acquaint students with the purposes, functions, issues and innovative programs and reforms of contemporary corrections (including youthful offender programs).

Objectives: At the conclusion of this course, students will know:

- 1) the roles and functions of corrections in the criminal justice system (including juvenile corrections);
- 2) correctional administration and the dichotomy between custody and treatment. The institutional social system;
- 3) the legal and practical framework in which treatment and rehabilitation programs operate;
- 4) the bases and developments of legal rights of offenders.

CJ 609 Community Corrections, Probation-Parole (3 credits)

Course Description: A study of the alternatives to correctional incarceration (adult and juvenile). Issues on de-institutionalization, philosophy of community-based programs, a survey of programs including probation and parole which provide a bridge between institutions and the community as well as those programs which divert offenders from the criminal justice system. Trends in probation and parole.

Purpose: To acquaint students with the purposes, functions, issues and innovative programs and reforms of community corrections, probation and parole.

Objectives: At the conclusion of this course students will know:

- 1) the implications for modifying the correctional institution to accommodate the reintegration goal;
- 2) viable alternatives to institutionalization, such as probation, parole and community treatment centers;
- 3) new directions, such as diversion, graduated release, offender involvement, citizen involvement, community crime prevention and youth service bureaus;
- 4) the role of evaluative research in community corrections.

COURSE DESCRIPTIONS

TERM VI

CJ 610 Organizational Behavior — Management Theory and Personnel Administration in Criminal Justice (3 credits)

Course Description: A study of behavioral theory and dynamics in modern organization and its application to the management of institutions and agencies, with implications for the administration of criminal justice agencies. An analysis of recruitment, selection, retention, training, education, personnel evaluation and promotional programs in criminal justice. Coverage of disciplinary systems, incentive pay plans. Unionization and collective bargaining. Issues and trends in personnel development and administration.

Purpose: To provide students with an understanding of the background of research and contemporary thought and approaches to effective interpersonal relations in organization. To provide students with a foundation in the management of human resources within criminal justice agencies.

Objectives: At the conclusion of this course, students know the essentials and practices in these areas:

- 1) behavioral theory and modern management;
- 2) leadership in organization—concepts and strategies;
- 3) supervision and supervisory effectiveness;
- 4) morale, the informal organization, and group dynamics;
- 5) motivation theory and motivational factors;
- 6) communication and organizational behavior;
- 7) management of change in organization;
- 8) organization development and the resolution of conflict;
- 9) the status, issues, and trends regarding human resources management in criminal justice agencies.

**CJ 611 Advanced Administrative Functions, Managerial Effectiveness and Politics of Criminal Justice
(3 credits)**

Course Description: A critical analysis of the principal elements, functions, and tools of modern administration in both the private and public sectors, and consideration of approaches to the attainment of managerial effectiveness in criminal justice agencies. The effects of politics on criminal justice processes and administration. Relationship between authority and power. Impact of special interest groups. The enactment of crime related legislation. Intra- and inter-agency politics: cooperation and coordination.

Purpose: To have students gain insight into the assessment of such functions and tools of administration and to develop a better understanding of managerial skills and effectiveness. To provide students with an awareness of the role of internal and external politics in the criminal justice system.

Objectives: At the conclusion of this course, the students should be well-oriented to and able to apply knowledge of:

- 1) schools of management thought;
- 2) institutional objectives, goals and management by objectives;
- 3) policy-formulation, policies and planning;
- 4) administrative coordination, communication and control;
- 5) problem-solving and decision making;
- 6) organization—including the administration of decentralized agencies and line staff relationships in organization;
- 7) delegation and the art of delegating—rationale, approaches, competencies;
- 8) budgeting in administrative planning and control—the budget cycle, format, process and preparation;
- 9) the impact of political influence on roles, operations and administration of criminal justice agencies;
- 10) sources and relationships between authority and power as it affects the justice system;
- 11) the political influence of special interest groups on criminal justice;
- 12) the nature of political influence on legislative processes as related to crime issues;
- 13) the forces of internal politics as they affect individual and agency goals and operations and interagency cooperation and coordination.

THE MASTERS ESSAY

THE MASTERS ESSAY

The Masters Essay is a major written report which is required of all students prior to graduation. The paper may be on a practical scholarly topic. When a student selects his or her topic, a formal letter of proposal must be submitted to the CHAIRMAN OF THE MASTERS ESSAY COMMITTEE. He will refer it to the committee member whose area of expertise most closely parallels the petitioner's proposed subject. The proposal will be promptly returned to the student after being "approved", "approved conditionally" or "disapproved".

A Masters Essay Committee Member will automatically be appointed as essay advisor, unless another advisor is appointed by the Chairman.

When the final report is submitted, it will be assigned one of the following grades:

Pass with distinction

Pass

Disapproved

Additional proposed information on the Masters Essay is issued to all students upon admission into the Master's Program.

PROGRAM REQUIREMENTS AND POLICIES

ADMISSIONS REQUIREMENTS

Admission requirements for the student wishing to matriculate for the Master of Science in Criminal Justice are:

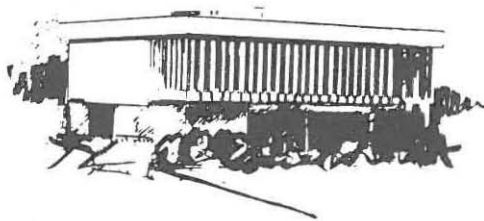
CATEGORY A

1. B.A. Degree in Criminal Justice or a related subject from an accredited institution.
2. 3.0 G.P.A. during the last two years.
3. Three letters of recommendation, at least one of which must be from a former professor.
4. 2.6 overall average.

CATEGORY B

1. Proof of a B.A. Degree from an accredited institution.
2. A 2.4 G.P.A. overall, or a 2.6 G.P.A. during the last two years.
3. Five letters of recommendation, at least two of which must be from former professors, and one of which must be from a present or most recent employer.
4. Completion of the Criminal Justice entrance examination with a minimum score of 70%.

Students meeting either the criteria in Category A or B would be unconditionally accepted into the M.S.C.J. Program. The key to the difference between the two categories lies in our formulation of an entrance examination specifically tailored for Criminal Justice personnel. This exam will be an essay examination, and it will be graded without knowledge of the applicant's name, rank or other personal characteristics by a three-member Board. It should be noted that Category B differs from Category A primarily in permitting students with non-Criminal Justice Degrees and with somewhat lower G.P.A.'s to enter the Program if they are able to display reasonable competency not only with respect to their knowledge of the overall Criminal Justice system, but also with respect to their ability to conceptualize and present cogent written responses to essay questions.



CATEGORY C

A limited number of students who have a B.A. from an accredited institution but who do not meet all of the criteria for either Category A or B may be admitted into the M.S.C.J. Program on probationary status. No more than 10% of any cluster may be admitted on probationary status, and those that are admitted must meet the following criteria to be retained in the Program.

1. Maintain at least a 3.25 G.P.A. for the first twelve hours.
2. Receive no grades of C.
3. Pass the Criminal Justice entrance examination at the 75% level after twelve hours of work have been completed.

CATEGORY D

Applicants without a B.A. Degree cannot be admitted into the M.S.C.J. Program as a Degree-earning students. Such individuals may take up to 18 hours of course work, but unless they have met the criteria set forth in either Category A or B by the end of these 18 hours, they may go no further. They may, of course, reapply to the Program upon their successful completion of the B.A. Degree.

MASTERS DEGREE REQUIREMENTS

To complete the Master of Science Program in Criminal Justice, a student is required to complete successfully 36 specified credit hours of study. In addition, the Masters Essay is required of all students. A student who successfully completes six semester hours of graduate credits each term will be able to satisfy the course requirements in 18 months.

ADMINISTRATIVE POLICIES FOR THE PROGRAM

Attendance Policy — Students must attend weekend seminars on a regular basis. Missing one of the weekend seminars will be allowed only if the matter is cleared with the instructor in advance, and even then, outside work must be completed by the student to demonstrate both his exposure and competence with respect to the materials covered during the missed class.

Transfer Credits — The University will accept up to six credits of graduate work (with a grade of not less than a "B") from an accredited program of graduate study at another institution, provided those graduate credits have not been applied toward another degree and the course content is the equivalent of courses offered in this program. Applications for approval of graduate transfer credits must be made to the Office of Academic and Student Affairs.

ACTIVE MAINTENANCE OF CANDIDACY STANDING

A student is expected to enroll in courses on a continuous basis until he has completed all the requirements for the degree.

A student must register each term for either:

1. Course attendance
2. Maintenance of matriculation

Failing to comply with the above, a student must file application for re-admission into the program.

INCOMPLETES

Incompletes are only given in exceptional circumstances for students in good standing who are unable to complete course requirements prior to course-ending dates.

"I's" may stay on a student's record indefinitely.

STUDENT COSTS*

Tuition for the Master of Science in Criminal Justice is \$70 per credit hour (\$420 per term). The one time, non-refundable application fee is \$15; and the graduation fee is \$30. There is a \$15.00 non-refundable registration fee each term.

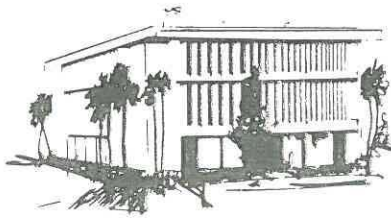
SPECIAL FEES

Split Payment Fee **	\$10.00
Make-up Fee for Incompletes	\$10.00
Transcript of Record	\$ 2.00
Service Charge for Checks with Insufficient Funds	\$ 5.00

TUITION PAYMENT

WITHDRAWAL AND REFUND POLICY

1. All students must pay a \$15 non-refundable registration fee each term.
2. Students may not re-register for additional courses if there is an outstanding balance against previous tuition. Special arrangements must be made with the office of the Comptroller.
3. Any student who is unable to pay full tuition at the time of registration may request an exception by writing to the office of the Comptroller.
4. A student in good standing may withdraw from a course up to the second weekend seminar, and *must* notify the office of the Criminal Justice Program Admissions and Registration in writing. A student wishing to withdraw from the program must notify the office of Criminal Justice program Admissions and Registration in writing.
5. Refunds are made solely at the option of the University for conditions beyond the student's control. Refunds must be requested in writing and the refund is based on the date that the request is received by the University. When granted, the refund will be $\frac{2}{3}$ tuition, if the withdrawal is made prior to the second week-end seminar session. No refunds will be made for withdrawals after that time.



FINANCIAL ASSISTANCE

Students who may be eligible for Veterans Administration benefits are invited to consult the VA counselor at the University. Individuals can also be assisted in applying for low cost Federally Insured Student Loans.

*Student Costs are subject to change at any time.

**Split fee: Tuition monies paid at the first class of the term and the remaining monies paid at the last class of the term or all tuition paid at the last class will be charged a Split Fee.

CONTENTS OF THIS CATALOG SUBJECT TO CHANGE AT ANY TIME.

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- Andrew Chishom**, Ph.D., U.S. Marshal, District of South Carolina
- James Chinn**, Ph.D., Ed.D., Professor of Mathematics & Statistics, Broward Community College
- James T. Curran**, M.S.W., A.B.D., Asst. Dean of Administration, John Jay College, New York
- John P.J. Dussich**, Ph.D., Dept. of Criminal Justice, University of Southern Mississippi
- Judge Seymour Gelber**, J.D., Ph.D., Circuit Court, Dade County
- Judge Alcee Hastings**, J.D., Circuit Court, Broward County
- William G. Horn**, Ph.D., Chief, Humans Relation Branch, Federal Law Enforcement Training Center, Glynco, Georgia
- David Kalinich**, Ph.D., School of Criminal Justice, Michigan State University
- James R. Ladd**, M.A., Professional Institute of the American Management Associations
- Marcia L. Ladd**, Assistant Dean for Academic Affairs, Duke University
- Jack L. Larrimore**, J.D., Chief of Legal Division, Federal Law Enforcement Training Center, Glynco, Georgia
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- Jerome A. Wolfe**, Ph.D., Assistant Professor Sociology, University of Miami



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